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 IDENTIFIERS Bronx; New York City; *Project BEST

ABSTRACT

This content analysis schedule for the Bilingual School of 811 East 149th St., Bronx, New York, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include an article entitled "Para-Professionals: Their Role in ESOL and Bilingual Education" by Mr. Hernan LaFontaine, and a model for the implementation of the elementary school curriculum through bilingual education, also by Mr. LaFontaine. (SK)

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PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY HERNAN LA FONTAINE,
PROJECT DIRECTOR.

✓ Initial Proposal
✓ 2nd Year Continuation
_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	June, 1970		
Pre-audit			
Interim audit			
Final audit	✓		

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Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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verified by Hernan La Fontaine

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 312

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Andres Lopez-Santiago /mss Date 5/11/71

0.2 Name of Project The Bilingual School (P.S. 25)

0.3 Address of Project 811 E. 149th St.

0.4 Bronx, New York 10455

.05 STATE

0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Georgia	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

PROJECT HISTORY, FUNDING AND SCOPE

1 Year Project began under Title VII:

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 1

2.2 Year prior funding began

2.2 1968

2.3 Prior bilingual program involved:
1-early childhood (pre K + 1)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 2

2.4 Source of prior bilingual program funding:

1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.4 1

2.5 1-CONCURRENT funding of bilingual program

0.3 Address of Project 811 E. 149th St.

0.4 Bronx, New York 10455

0.5 STATE

0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Germany	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

PROJECT HISTORY, FUNDING AND SCOPE

1 Year Project began under Title VII:

see	97 - 1969
Project	07 - 1970
No.	17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 1

2.2 Year prior funding began

2.2 1968

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 2

2.4 Source of prior bilingual program funding:

2.4 1

1-local	4-university
2-state	5-federal (specify)
3-foundation	6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 1

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.6 1,2

2.7 Source of concurrent funding, if cooperating with Title VII program:

2.7 1,4

1-local	4-federal (specify) <u>Title I</u>
2-state	5-other (specify) _____
3-university	

2.8 Total Title VII grant (first year only)

2.8 224,203

2.9 Total funds for concurrent program(s) cooperating with Title VII

2.9 1,040,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: New York University P. 30c
0-none

3.0 1

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.1 1

4.2 Total number of students in program A.First year
B.Second year
C.Third year

4.2 A 900 I.P.,p.6
B 857
C 850

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
X K-Kndgtn	4	8-grade 8	
PSK 96	TOTAL NO. students PS and K	9-grade 9	
		B NA TOTAL students gr. 7-9	

X 1-grade 1	6	10-grade 10	
X 2-grade 2	5	11-grade 11	
X 3-grade 3	6	12-grade 12	
X 4-grade 4	5	C NA TOTAL students gr. 10-12	
X 5-grade 5	5		
X 6-grade 6	4		
A 804	TOTAL students gr. 1-6		

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total	I N-E Dom - NENT	II E-Dom - NENT	NE dom I	488	57%
Non-English Mother Tongue	488	250	N-ENT		
	Hispanic	Hispanic	E dom II ₁	250	29%
2. Total		II ₂ E-Dom - ENT	NENT		
English Mother-Tongue		119	E-Dom II ₂	119	14%
		Black	ENT		

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
X K-Kndgtn	4	8-grade 8	
PSK 96		9-grade 9	
TOTAL NO. students PS and K		B NA TOTAL students gr. 7-9	

X 1-grade 1	6	10-grade 10	
X 2-grade 2	5	11-grade 11	
X 3-grade 3	6	12-grade 12	
X 4-grade 4	5	C NA TOTAL students gr. 10-12	
X 5-grade 5	5		
X 6-grade 6	4		
A 804 TOTAL students gr. 1-6			

- 4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - N-EMT 488	II E-Dom - N-EMT 250	NE dom I N-EMT	488	57%
2. Total English Mother-Tongue	Hispanic	Hispanic II ₂ E-Dom - EMT 119 Black	E dom N-EMT II ₁ E-Dom II ₂ EMT	250 119	29% 14%
I Total Non-English Dominant: 488		II Total English Dominant: 369	Total E-Dom II = II ₁ + II ₂	369	43%

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

page 3

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1		%	
B2 Puerto-Rican	B2	705	%	X
B3 Cuban	B3	6	%	
B4 Other Spanish-American (specify)	B4	27	%	
B TOTAL No. of Spanish-speaking Americans	B	738	86.8%	X
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-EMT target students		738	86.8%	X

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

IP, p.10 E1 Black E1 162 14% X
 "All of our black pupils are in the bilingual program; therefore, they must be identified as part of the target population. To label them as 'other than target population' implies that they are not in the program and should not be. This
 II TOTAL number of EMT students is contrary to our philosophy." other than target population

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 Spanish

Dominant language	(specify)	Different Native Language	Number	Per Cent
1-English	Spanish		250	28%
2-Spanish				

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
--	--------------------------------	--

Ecuador, -- B2 Puerto-Rican
 Peru, Dom. Rep. (specify) B3 Cuban
 Columbia B4 Other Spanish-American
 B TOTAL No. of Spanish-speaking Americans

B1	705	86	X
B2	6		
B3	27		X
B4	738	86	
C			
D			
E			
F			
G			
H			
J			

I TOTAL number of N-ENT target students 738 86 X

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

IP, p.10 E1 Black E1 162 14 X
 "All of our black pupils are in the bilingual program; therefore, they must be identified as part of the target population. To label them as 'other than target population' implies that they are not in the program and should not be. This II TOTAL number of ENT students is contrary to our philosophy."
 other than target population

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 Spanish

Dominant language	(specify)	Different Native Language	Number	Per Cent
1-English	Spanish		250	28%
2-Spanish				

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students		Number of students Bilingual to any extent			
Number	%		not spec.	No.	%	not spec.	only listening comprehension	speaking ability
IP, p.10 Black students								
E 369	English 43%			119	22%	NS	4%	17%
A	American Indian							
A1	Navajo							
A2	Cherokee							
A3	Keresan							
A4	Other (spec.)							
B 488	Spanish 57%			198	40%		NS	34%
C	Portuguese							
D	French							
F	Chinese							
G	Eskimo							
H	Russian							
J	Other (spec.)							

5.6 Recruitment of Students:

5.6 3

- 0 - not specified
- 1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
- 2 - Only N-EMT are required to take program, EMT's participation is voluntary
- 3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C
n.s.- not specified on the chart

5.7 43%

5.8 Community Characteristics (mark all that apply)

5.8 1,2

- 0 - not specified
- 1 - inner city-ghetto
- 2 - major city
- 3 - small city, town or suburb
- 4 - rural
- 5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students
(indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 75% p.6
low SES
B. NS

5.10 Socio-economic status of EMT participating students
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 75%

5.11 Proportion of migrant students in project (none)
(Indicate specific percent)
n.s. - not specified

5.11 none

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

6.1 I 1
II 1

- | | I for
N-EMT group | II for
EMT group |
|-----------------|----------------------|---------------------|
| 1 was made | <u>X</u> | <u>X</u> |
| 2 will be made | <u> </u> | <u> </u> |
| 0 not mentioned | <u> </u> | <u> </u> |

6.2 If a sociolinguistic survey was or will be made,
mark all groups included:

6.2 I 1,2
II 1,2

- | | I N-EMT | II EMT |
|-------------|---------------|---------------|
| 1 parents | <u>X</u> | <u>X</u> |
| 2 children | <u>X</u> | <u>X</u> |
| 3 teachers | <u> </u> | <u> </u> |
| 4 community | <u> </u> | <u> </u> |
| 5 others | <u> </u> | <u> </u> |
- (specify)

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers)
will be determined by the extent each language is used in different domains

- 0 - not specified
 1 - inner city-ghetto
 2 - major city
 3 - small city, town or suburb
 4 - rural
 5 - other (specify)

- 5.9 A. Socio-economic status of N-EMT participating students
 (indicate specific percent of low SES)
 B. Average family income, if mentioned
 n.s. - not specified

5.9 A. 75%
 low SES
 D. NS

- 5.10 Socio-economic status of EMT participating students
 (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified

5.10 75%

- 5.11 Proportion of migrant students in project (none)
 (Indicate specific percent)
 n.s. - not specified

5.11 none

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey:

6.1 I 1
 II 1

- | | | |
|-----------------|----------------------|---------------------|
| | I for
N-EMT group | II for
EMT group |
| 1 was made | X | X |
| 2 will be made | | |
| 0 not mentioned | | |

- 6.2 If a sociolinguistic survey was or will be made,
 mark all groups included:

6.2 I 1,2
 II 1,2

- | | | |
|-------------|---------|--------|
| | I N-EMT | II EMT |
| 1 parents | X | X |
| 2 children | X | X |
| 3 teachers | | |
| 4 community | | |
| 5 others | | |
| (specify) | | |

- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers)
 will be determined by the extent each language is used in different domains
 through various means of communication.
 e.g. specify extent descriptively: never, sometimes, always

6.3 A X
 B X
 C

USE NON-ENGLISH LANG.

USE ENGLISH

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others								
(specify)								

Survey was made. Data is available for anyone who
 wishes to analyze the 700+ sheets.

- page 5
I 2
II 2
- 6.4 If not included in survey, how was student's language dominance determined? 6.4
- | | I | II | |
|---|-------|-------|----------------------|
| 1-inferred by use of surname | N-ENT | ENT | |
| 2-established by formal testing of students | ----- | ----- | (included in survey) |
| 3-assessed by informal means (specify how) | ----- | ----- | |
| 4-not mentioned | ----- | ----- | |
- (Interview with mother and New York City Board of Education Rating Scale)
- 6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 A-F)
- An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people). copy of survey is attached
- 1-yes
0-no
- Attitudes toward maintenance or shift:
- 6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 NS
- 1-yes
0-no
- 6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 1
- 1-yes
0-no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NS
- 1-yes
0-no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 NS
- 1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NS
- 0-not mentioned

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

a group of people).
1=yes
0=no

Attitudes toward maintenance or shift:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 NS
1=yes
0=no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1=yes
0=no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NS
1=yes
0=no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NS
0-not mentioned

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

☒ Language dominance not specified
☒ Mother tongue not specified
_____ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II ₁ E Dom NEMT	N=	N=

A Total Number B Total Number
Monolingual Bilingual
_____ 41 _____

7.1

	A	No.	%
I A	_____	_____	_____
I B	_____	_____	_____
II A	_____	_____	_____
II B	_____	_____	_____
II ₁ A	_____	_____	_____
II ₁ B	_____	_____	_____
A	_____	_____	_____
B	41	_____	100%
N	41	_____	_____

IP, p.79
All teachers bilingual

Total Number
of Teachers
N 41

(Seven funded by Title VII;
rest paid by New York City
Board of Education.)

7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

☒ Language dominance not specified☒ Mother tongue not specified☒ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual	7.2	No.	%
I N-E Dom			I A	—	—
N-EMT			I B	—	—
II E Dom			II A	—	—
EMT			II B	—	—
II E Dom			II ₁ A	—	—
₁ N-EMT			II ₁ B	—	—
			₁	A <u>0</u>	<u>0</u>
				B <u>13</u>	<u>100</u>
				N <u>13</u>	
A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals			
	<u>13</u>	<u>13</u>	C, p.7		

IP, p.5 indicates 20 for past year 7.3 27.3 Language(s) used by bilingual teachers:
(Mark all that apply)

*See below 1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0 not specified

II E Dom
ENT

II E Dom
1 N-ENT

II B
II A
II¹ B
1 A 0 0
B 13 100
N 13

A Total Number
Monolingual

B Total Number
Bilingual
13

N Total Number
of aides or
paraprofessionals
13
C, p.7

IP, p.5 indicates 20 for
past year 7.3 2

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

*See below 1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their
dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their
native language:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0-not specified

2-Bilingual teachers teach in both their native and second language,
regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in
their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0 not specified

2-Bilingual aides instruct in both their native and second language,
regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by
number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluntor(s)	No.	%
Puerto Rican	28	68	Puerto Rican	12	92	Puerto Rican	Anglo		100%
Cuban	2	5	Dominican	1	8				
Black	3	8							
Others	8	19							
0-not specified									

*7.3 IP, p.47 states that teachers who are teaching Spanish classes should be
native speakers of Spanish or have near native proficiency and teachers who are
teaching in English component of project should be native English speakers or
have near native proficiency. However: Evaluation, June 1970, p.16 points
out that some teachers teaching English have Spanish accents. Was the above
policy carried out?

7.6 Selection of N-EMT teachers from local community
0-not specified

7.6 page 7
No. %
NS

Number of N-EMT program teachers from local community
and % of total N-EMT teachers.

7.7 Number and Proportion of teachers and aides of same
cultural background as N-EMT students:
indicate specific percent on the blank, or

7.7 No. %
A. *below
B many

if specified descriptively,

A = teachers	1-few	*A. 28 out of 41; more
B = aides	2-some	than anywhere in the
	3-many	nation for Puerto
	4-most	Rican pupils.
	5-more than half	
	0-not specified	

7.8 Teacher Qualifications - Training prior to project

no.'s

(Indicate number of teachers with each qualification, 7.8 2,3,4,5,6,7,8,9,12,14,15
if given) 17-41 7-41

n.s.-qualifications not specified

0-previous courses not specified

(p.79) teacher must meet a specified level of language proficiency on a
standardized proficiency test of the non-English language through
which (s)he will instruct

2. X teacher must meet a specified level of communicative competence in
the non-English language determined by a structured interview

3. X previous teaching through N-EMT (in country where it is a native
language, in Peace Corps)

4. X previous teaching in local area

5. X courses in N-EMT language structure and usage

6. X courses in N-E literature

7. X content (e.g. Social Studies) courses learned through N-EMT

8. X any previous education through N-EMT

9. X courses in teaching ESL

10. courses in methods of teaching N-EMT language

11. courses in methods of teaching content (e.g. math) in N-EMT

12. X certification in ESL

13. certification in teaching N-EMT

14. X cross cultural courses

15. X courses in the cultural heritage, values, deep culture of N-EMT

16. other qualifications, specify

17. ---License required by New York City

7. ---Bilingual

8.0 STAFF DEVELOPMENT

8.1 A 1,2,3,4,5,6
B NS

0-Staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
and paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

4-most Rican pupils.
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, 7.8 2,3,4,5,6,7,8,9,12,14,15
if given) 17-41 7-41

n.s.-qualifications not specified
0-previous courses not specified

- (p.79) teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. X teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
 3. X previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
 4. X previous teaching in local area
 5. X courses in N-EMT language structure and usage
 6. X courses in N-E literature
 7. X content (e.g. Social Studies) courses learned through N-EMT
 8. X any previous education through N-EMT
 9. X courses in teaching ESL
 10. courses in methods of teaching N-EMT language
 11. courses in methods of teaching content (e.g. math) in N-EMT
 12. X certification in ESL
 13. certification in teaching N-EMT
 14. X cross cultural courses
 15. X courses in the cultural heritage, values, deep culture of N-EMT
 16. other qualifications, specify
 17. --- License required by New York City
 7. --- Bilingual

8.0 STAFF DEVELOPMENT

8.1 A 1,2,3,4,5,6
B NS

0 no staff training mentioned

- 8.1 The project is offering training for teachers A. For B. For Para-
and paraprofessionals in the following areas: Teachers professionals
(check all that apply)

n.s.-Training indicated, but nature not specified 0
1-English as their second language X 0
2-The teaching of English as a second language X p.10 X
3-X as their second language--Emphasized X p.52 0
4-The teaching of X as a second language Spanish X X
5-Methods of teaching other academic subjects X p.43,52 X
6-Methods of teaching other academic subjects
in X language Spanish X X

8.2 Stated goals of teacher training are: 8.2 I 1,4,6,7,9,10
Objectives p.42 II 1,4,9,10 Students
I N-EMT II EMT

1-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training	X	X
*below 3-Sensitivity to ethnocentrism and linguistic snobbery		
4-Awareness of the social-emotional development of	X	X
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of	X	
7-Strategies for reinforcing the self-esteem of	X	
8-Methods of cross-cultural teaching or teaching the bicultural component	X	X
9-Formulation of pupil performance objectives	X	X
10-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

*3. Most teachers in program do not need this training since they use the same language style as the pupils and come from the same background.

8.3 Methods of Teacher Training: (Mark all that apply)8.3 1,3,4

- 1-courses IP, p. 45
 2-experiential, teaching supervised by master teacher
 3-workshops where teachers offer suggestions to each other IP, p. 52
 4-use of video-tapes of teachers for feedback on how they are doing
 5-cross-cultural sensitivity training, t-groups
 6-interaction analysis (e.g. Flanders system)
 7-other (specify)

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0= not mentioned8.4 18.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0=not mentioned
How? (specify) Career Opportunities Program, Model Cities8.5 18.6 Paraprofessional's role:8.6 1,2,3,4,5,6

E '70, p.19

- 1-teaching whole class
 2-teaching small groups
 3-tutoring individually
 4-clerical

see article by Hernan LaFontaine, Project Director

"Para Professionals: their Role in ESOL and Bilingual Education"

Xerox 8a - 8e

- 5-contributing to bicultural component

how? contributing knowledge of games, songs, music of Puerto Rico

- 6-liaison with parents IP, p. 29

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply)8.7 A 2,6

A for teachers B for aides

B 2,3,6,1

- 0-not specified

- 1-University faculty

X includesX

- 2-project's Master Teachers

program

- 3-project's teachers

supervisorsX (teacher's discussion)

- 4-other (specify)

---C, p. 1028.8 Number and Proportion of personnel giving teacher training who are:8.8 1 no. %

- 1-bilingual

All supervisors who are also on faculty of

2 100

- 2-bicultural

University are bilingual & bicultural.

3 ---

- 3-N-ET (specify background)

8.9 Training is provided:8.9 1,2

- 1-during a summer session

- 2-during the academic year

- 3-other (specify)

8.10 Extent of training:8.10 4

B (indicate no. of hours)

- A1-approximately equivalent to a college course

5 --- weeklyB5 NS

- 2-more than one course

6 --- monthly6 NS

- 3-less than one course

7 --- bi-monthly7 NS

8.5 Project provides for paraprofessionals to receive course credit 8.5 1
toward eventual certification: 1=yes 0-not mentioned
How? (specify) Career Opportunities Program; Model Cities

8.6 Paraprofessional's role:

8.6 1,2,3,4,5,6

E '70, p.19

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical

see article by Hernan LaFontaine, Project Director

"Para Professionals: their Role in ESOL
and Bilingual Education" Xerox 8a-8e

- 5-contributing to bicultural component

how? contributing knowledge of games, songs, music of Puerto Rico

- 6-liaison with parents IP, p. 29

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,6

(mark all that apply)

A for teachers B for aides

B 2,3,6,1

- 0-not specified

- 1-University faculty

X includes X

- 2-project's Master Teachers

program

- 3-project's teachers

supervisors X (teacher's discussion)

- 4-other (specify)

C, p. 102

8.8 Number and Proportion of personnel giving teacher training who are:

no. %
8.8 1 100
2 100
3

- 1-bilingual All supervisors who are also on faculty of

- 2-bicultural University are bilingual & bicultural.

- 3-N-EMT (specify background)

8.9 Training is provided:

8.9 1,2

- 1-during a summer session

- 2-during the academic year

- 3-other (specify)

8.10 Extent of training:

B (indicate no. of hours)

8.10 4
B5 NS
6 NS
7 NS

- A 1-approximately equivalent to a college course

5 weekly

- 2-more than one course

6 monthly

- 3-less than one course

7 bi-monthly

- 4-other (specify) preparation for M.A. in bilingual education

8.11 Number and Proportion of teachers attending training:

no. %
8.11 more than 75%
(Inf. based on
IP, p. 46.)

- 0-not specified

6-most

- 1-100%

7-many

- 2-more than 75%

8-few

- 3-50-74%

9-other (specify)

- 4-25-50%

- 5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply)

9.1 4,6,7

- 0-not mentioned

- 1-to N-EMT language or dialect

- 2-to N-EMT students - expectations of achievement

- 3-to N-EMT culture

- 4-prior to participation in bilingual project resume p. 79

- 5-after project training

- 6-after participation for a period of time in project

- 7-through a questionnaire

- 8-other (specify)

*Para-Professionals: Their Role in ESOL and Bilingual Education **

Hernan LaFontaine

In recent years, the introduction of non-professional personnel into the schools and the classrooms has created considerable controversy. Advocates claim that the additional assistance derived from para-professionals can be the greatest blessing to the overworked teacher. Opponents fear that employment of auxiliary personnel may be allowing for the implementation of substandard instruction in the classroom. Our experience leads us, unequivocally, to the advocacy of utilizing para-professionals in as many instructional situations as our imagination can conceive. Especially in ESOL and bilingual education programs it is clearly evident that the teacher must seek to vary and to individualize her instruction and her teaching as extensively as possible. The concept of the team approach can certainly be applied in these cases most appropriately. The use of another adult, properly trained and adequately supervised, can only serve to improve the instructional process towards the achievement of that elusive "quality education."

In recent years, the introduction of non-professional personnel into the schools and the classrooms has created considerable controversy. Advocates claim that the additional assistance derived from para-professionals can be the greatest blessing to the overworked teacher. Opponents fear that employment of auxiliary personnel may be opening the door for the implementation of substandard instruction in the classroom. In other words, some people are still trying to decide whether para-professionals are a help or a hindrance. I've made my decision already and I would like to state unequivocally that the use of educational assistants may be one of the most significant approaches in our attempts to provide individualized instruction. Especially in English as a Second Language and Bilingual Education programs we see a very clear need to have another adult assisting the teacher in the many personalized activities demanded by these programs.

I would like to focus on some of the reasons underlying the need for utilizing para-professionals, how these assistants can function effectively in a classroom, their role as part of the overall teaching team and some of the factors involved in the recruitment and training of assistants. Since most of this presentation is based on my experiences with the para-professionals employed at the Bilingual School, I will, of course, be referring to them quite often.

Before I begin, however, I would like to make a simple clarification

* This paper was presented at the TESOL Convention, March 1971.

Mr. LaFontaine, Principal of the Bilingual School, P.S. 25, New York City, is founder of the Puerto Rican Educators' Association of New York City and is a member of the Board of Advisors for the television show "Sesame Street."

regarding the distinction that has been made in the title of this presentation between English as a Second Language and Bilingual Education. I added "bilingual education" to the original title not only because I am deeply interested and involved in bilingual education, but also as a reminder that the concept of second language instruction (as opposed to foreign language instruction) has been extended through bilingual education to many languages other than English. In New York City, of course, most of the bilingual programs include Spanish as the vernacular language, but they also offer Spanish as a second language for the English-speaking children. I mention this point because it has bearing on one reason why we must look towards utilizing para-professionals in the instructional process.

With the establishment of many new bilingual programs in the city, we have seen a recurrent problem facing administrators and school boards when considering personnel needs. Many principals and superintendents claim that a major obstacle to the initiation of a bilingual program is the critical shortage of qualified bilingual teachers. This problem, of course, is not one which can be overcome overnight, and efforts to recruit large numbers of Spanish-speaking teachers must continue and be expanded tremendously. However, while this is being done, we should be engaging in a far greater effort to employ community persons who already are proficient in both English and Spanish and who, with proper training, can be of great assistance to the few teachers that are available. Incidentally, when I say "few teachers", referring to the situation in New York City, please understand that this is a gross understatement. It becomes a lot clearer when we note that there are approximately 500 Puerto Rican teachers in the New York City school system out of a total of about 60,000 teachers. This amounts to less than 1% of the total staff, while the number of Puerto Rican students in the schools reaches close to 250,000, or about 22% of the total pupil population.

So we see that there is an urgent need to provide a massive influx of Spanish-speaking personnel into positions offering direct contact with our Puerto Rican children. The recruitment of para-professionals may be the most immediate way to accomplish this purpose. Their role in providing ethnic models with which children can identify should not be overlooked either. At the same time, these assistants can be utilized very effectively to provide instruction in Spanish as a second language to English-speaking students.

Secondly, there is the ever-present concept of individualized instruction which automatically means a greater demand on the teacher's time and energy to provide for the needs of all her students. In spite of all the programmed instruction materials and other so-called self-learning programs, we cannot deny that having another adult in the classroom is the most logical and reasonable approach to providing greater individualization of instruction.

Finally, if we are seriously concerned with increasing the number of minority group teachers and encouraging community participation in education, then we must certainly view the concept of the para-professionals as a most viable and productive alternative.

The actual role of the para-professional in the classroom can be as diversified and challenging as that of the teacher. The range of activities possible for an educational assistant may vary from those which essentially are noninstructional and serve mainly to provide the teacher with more actual teaching time to those which virtually convert the assistant into a second teacher with real instructional responsibilities. Thus, you would find at P.S. 25 assistants helping children with outer clothing, keeping attendance records, preparing materials, duplicating materials, supervising the lunch period, and undertaking a host of other necessary tasks. The same assistants will, at another time during the day, be reading to a small group of students, helping an individual pupil with arithmetic problems, playing games with a few children, showing slides and listening to students discuss the slides and, in general, carrying out a number of educational activities while the teacher is engaged with the rest of the class.

Because of the heavy emphasis on language instruction in our bilingual program, many of our assistants spend a great deal of time working with pupils in English as a first or second language and Spanish as a first or second language. The program in second language instruction creates many situations in which assistants can work with small groups of students or individual pupils in helping to develop their listening and speaking skills. The assistant may be reinforcing a specific oral pattern which the teacher has just taught, or, perhaps, playing a game involving numbers they have just learned. More advanced pupils or classes may get assistance from the para-professional in reading and writing skills, sometimes through the use of programmed materials. The fact that all of the assistants are bilingual is especially significant because both English-speaking and Spanish-speaking students can be given the benefit of the assistant's extra attention. In addition, in many instances, the para-professional brings to the classroom a wealth of language experiences in Spanish which the teacher may not possess. Children's songs, games, stories, and poems, which the assistant may recall from her own childhood, now become an integral and exciting part of the curriculum. In general, the net effect is that there is now another person in the room with whom children can communicate and thus practice and further develop their language skills.

Needless to say, a good educational assistant doesn't just walk in from her kitchen at home and, with the proper blessing from the principal, start to diagnose pupils' reading deficiencies. It is a long and arduous task to develop a group of para-professionals who can make a positive contribution to a school program and function as part of an overall instructional team.

First, we must consider how we're going to select these individuals and where we're going to get them. Since one of the underlying justifications for employing para-professionals is to encourage participation of community residents in education, it is natural that our major source should be the immediate school neighborhood. Highest preference should be given to parents of children in the school since there is really no other group which could have a greater stake in developing the best instructional program possible. If necessary, additional persons could be recruited from local civic groups, community agencies, adult education programs and community colleges. Occasionally, individuals with teaching experience but without all the necessary requirements for certification as teachers here, may move into the community from other countries and can certainly be employed very effectively as assistants in a special category.

Whatever the source may be, the prospective assistant should have a sincere desire to work with children and should have an understanding of the problems they face at home and in the neighborhood. They should, of course, possess the basic skills in the fundamental subject areas, but not necessarily be required to have a complete formal educational background. A high school diploma would be helpful, but again not essential if the person demonstrated satisfactory ability. If the program is a bilingual program, it would be extremely desirable that assistants be bilingual. And if these assistants are going to work with non-English-speaking children, it would be virtually mandatory that they speak the vernacular of the children. Another significant factor is that assistants, just as teachers, spend a good part of their time working with adults, as well as with children, and, therefore, should be able to relate well to other adults and understand the importance of cooperating in a well-coordinated team effort.

Assuming that we have found this "super-assistant" with all of these fine qualities, we still have only begun. Now, the task is one of giving this person the training necessary to develop all of the skills which will make her an asset to the teacher. Ideally, there should be an opportunity to provide the para-professional with some pre-service orientation and training. During this period, the assistant should become acquainted with the key personnel in the school, with the physical plant, with the important resources in the community, and with the children. Some time should be devoted to an explanation of the duties of an assistant and the general role she will play in the program. Once the assistant is assigned to a specific teacher and class, she should understand that she will be getting specific help through an organized program of in-service training. This aspect of the para-professional's career is extremely important and definitely deserves the greatest attention. In too many cases, the assistant is given a book and told to work with a group of children, very often the slowest children, and that is virtually the last contact the assistant and the children have with the teacher for the rest

of the semester. I cannot over-emphasize the frustration and even fear that the assistant will experience upon discovering that suddenly she has assumed the awesome responsibility of teaching children without knowing what to do. Unfortunately, a more dangerous problem is that the children themselves will be neglected and will suffer all the evils of poor teaching.

In-service training may take many forms but, basically, the kind of training that the school can provide is generally the most relevant and, therefore, should be undertaken immediately. A typical week at P.S. 25 might include a workshop on Monday afternoon for all educational assistants. This session is conducted by a master teacher who coordinates and supervises the work of all the assistants. The topics may range from classroom organization, to discipline, to mathematics. One of the early workshops this particular year was on the use of a commercially developed reading program which we had purchased. In cooperation with the assistant principal, the coordinator had arranged for teachers to utilize this program in their classes. Once the assistants had received several sessions on how to use the materials, they began to work with small groups of children in their classes. During this time, the coordinator met with each one of the assistants individually and then, together, with the classroom teacher. In addition, the classroom teacher was making specific plans regarding which children to assign to the assistant and in helping the assistant plan for her instructional duties. Of course, the teacher and the assistant meet daily to assess the progress of the children and to assess the assistant's progress as well. It may seem as if a great deal of extra time and energy has to be expended just to serve a few children, but the fact is that for some of the children, time spent with the assistant may be the only time in the whole day that they receive any kind of special attention.

The general direction of the training program is one in which para-professionals are given basic background information, factual information related to specific subject areas, skills needed for their own development and other skills needed to teach their children. As the assistant comes more in contact with the coordinator, the assistant principal, the teachers, other assistants and other staff members, she gradually develops better skills and, of course, becomes more confident. It is certainly a wonderful feeling for a supervisor to observe an assistant undertaking interesting and productive work with children and to know that everyone is benefitting from it: the children, the assistant, and the teacher.

The training can continue on a more long term basis outside of the school. Several of our assistants participate in courses provided through special programs designed to offer career opportunities for assistants. The Career Ladder Program, the Career Opportunities Program, and the Career Training Program, although funded from different sources,

all have the goal of providing time and money for assistants to continue their education. In addition to the released time and the tuition-free courses, para-professionals have the incentive of being advanced through various stages of job categories based on additional training. It will soon be possible for an individual to start in a school as a school aide not working in a classroom and gradually occupy the following titles: teacher aide, educational assistant (H.S. diploma), educational assistant (2 years college), educational associate, teacher intern, bilingual professional associate. Hopefully, the ultimate goal would be to see some of our assistants become full fledged teachers. However, another possible expectation might be that, as community persons become school staff members and as they become more aware of the real problems and needs of children, they might be more instrumental in urging and actually getting greater community and parent participation in educational matters of real significance. Already we are beginning to see in New York City that a number of Community School Boards include persons who at one time were working as para-professionals in schools over which they now exercise considerable influence.

In other words, community people can become vital members of the total educational team at all levels. However, if we refer to a team, teachers and principals must understand that this means undertaking a task through a cooperative and dynamic effort. Unfortunately, there are still some who resist having another adult in the room, especially a "community person." There are fears of being spied upon or being exposed to unwarranted criticism. In reality, the para-professional coming to work in a classroom is probably just as afraid and nervous as to what the teacher's perception of her may be. And every para-professional I've seen was very eager to learn her job. Both the assistant and the teacher are in a perfect position to help each other cross the bridge into the other's world. If we can welcome the para-professional on board as an important member of a team doing a significant job, we might be on our way towards strengthening the relationship between schools and communities into real partnerships.

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply)
- 0-not specified
- 1-team teaching
- 2-cluster teaching
- 3-shared resource teacher
- 4-other (specify) _____
- 10.2 Staff:
- 1-bilingual teacher
- 2-ESL teacher
- 3-bilingual coordinator
- 4-aides or paraprofessionals
- 5-consultant psychotherapist or guidance counselor
- 6-other (specify) _____
- 10.1 2
- 10.2 1,2,3,4,5,9,13
- 10.3 Curriculum development consultants
- 10.3 26
- 10.4 Average number of pupils per class:
- 0-not specified
- 10.4 NS
- 10.5 Average number of aides or paraprofessionals per class:
- 0-not specified
- Para professionals assigned mainly to K-2-E'70, p. 19
- 10.5 same as above
- 10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
- 2-in small groups
- 0-not specified
- by: 3-teacher
- 4-special remedial teacher
- 5-paraprofessional
- 6-parent tutor
- 7-older student tutor after school
- 8-peer tutor
- 9-not specified
- 10-no special help given
- 10.6 1,2,5,7

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy)
- I II See attached model
- II₁ p. 20 a - 20 c
- N-EMT language will be maintained in program: (mark all that apply)
- 0-not specified how long
- 1-as the alternative language of learning for as long as desired
- 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
- 11.1 I 1
- II 1
- II₁ 1
- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
- 0-not mentioned
- 11.2 6

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: 00 0 not grades 14 Voc. training
 (if no EMT) mentioned 1-3 4-6 7-9 10-12 13-college
 I E-DOM
 II E-DOM - EMT
 III E-DOM/NEMT

code: 13=College or University (Other professional training) 11.4 I NS
 14=Federal, State, or Private Vocational Job training I₂ NS
 II NS

11.5 Second language learning for English dominant students is projected through grade: 11.5 I₂ 6
 II 6

code: 00 if 0 not grades
 no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12
 II EMT
 III N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 6

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 See Model p. 20 n-1

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: MU-Music; L-Language Arts

code: O=not specified m=math s = science ss = social studies A-Art (health education)

11.7	11.8	11.9
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
11.9	% of time per day of instruction through N-EMT	
PreK 135	150	L, M, S, SS, MU, A
1 255	300	SS
2 255	300	SS
3 240	300	SS
4 210	300	SS
5 180	300	SS
6 150	300	SS
7		
8		
9		
10		
11		
12		

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

same as E-Dom., E-MT on following page

code: O = not specified N.A. = not applicable, no N-EMT. E dom students

11.5 Second language learning for English dominant students is projected through grade:

11.5 I₂ 6
II 6

code: 00 if 0 not grades
no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12
II EMT
II N-EMT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 6

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 See Model p. 20n-1

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

MU-Music; L-Language Arts
A-Art (health education)

code: 0=not specified n=math s = science ss = social studies

11.7	11.8	11.9
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
PreK 135	150	L, M, S, SS, MU, A
1 255	300	SS
2 255	300	SS
3 240	300	SS
4 210	300	SS
5 180	300	SS
6 150	300	SS
7		
8		
9		
10		
11		
12		

Pre K 85 & %
1 75
2 75
3 70
4 70
5 60
6 50
7
8
9
10
11
12

charted as
line graph
K95
1
2
3
4
5
6
50

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

same as E-Dom., E-MT on following page

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.10	11.11	11.12
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
PreK		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

- 11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

0-no English Mother tongue students

- 2-program is two-way: E-Dom. learn Spanish; S-Dom. learn English
- 11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English LIT students

11.14			11.15		11.16		
Min. per day of instruction through N-EMT			Total min. per day of any instruction		% of time per day of instruction through N-EMT		
PreK				Subjects taught in second lang.	Pre K	15%	Line
1	15	150		L,SS,S,M,MU,A	1	25	graph K5
2	45	300		L,SS,S,M,MU,A	2	25	1
3	45	300			3	30	2
4	60	300			4	30	3
5	90	300			5	40	4
6	120	300			6	50	5 50
7	150	300			7		6
8					8		
9					9		
10					10		
11					11		
12					12		

- 11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

0-not specified

- goal- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- from observa- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- tion 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or para-professional uses another during the same class period; students may use either.
- *not struc- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- ured class 6-constant switching from one language to another by teacher during period lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
- 8-other (summarize)

They separate students by language

	min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT		
PreK	15	150	L,SS,S,M,MU,A	Pre K	15%	Line
1	45	300	L,SS,S,M,MU,A	1	25	graph K5
2	45	300		2	25	1
3	60	300		3	30	2
4	90	300		4	30	3
5	120	300		5	40	4
6	150	300		6	50	5 50
7				7		6
8				8		
9				9		
10				10		
11				11		
12				12		

11.17 Mixed or separate language usage by teacher and/or aide
in the classroom (mark all that apply)

11.17 1,2

0-not specified

- goal- 1-languages are never mixed by either the teacher, aide or the
pupil in any one class period; only one language is used.
- from observa- 2-the second language is used exclusively by the teacher,aide
tion and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period;
pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or para-
professional uses another during the same class period; students
may use either. only*
- *not struc- 5-the teacher reinforces any conversation initiated by the child
tured class through the use of whichever language the child has used at the time.
- period 6-constant switching from one language to another by teacher during
lesson.
- 7-the teacher uses English and the paraprofessional then translates
the same material for N-EMT pupils.
- 8-other (summarize)

They separate students by language

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination
of methods)

12.0 1

Sp.37 1-Audio-lingual habit skills or behavioral approach. Emphasis
on communication. Includes contrastive analysis of sounds
(units) in both languages by teacher and students, student
repetition of tapes and/or fluent teachers' model sentence
patterns until responses are automatic. Structural drills and
dialogues are systematically presented. Includes direct as-
sociation between object and word in second language in a
sequence of patterns learned in complete sentences. Inductive-
generalizations drawn from examples.

2-Transformational-cognitive approach

Acquiring an understanding of the structural patterns or
grammatical rules of a language.

continued on next page

- 2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.
- 2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.
- 3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- | | | |
|--|-----|-----|
| 1-concurrently with dominant language listening-speaking skills | X | X |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | --- | --- |
| 3-a specified period of time after listening-speaking skills in dominant language taught | --- | --- |
| 4-before any specified level of listening-speaking competence achieved in dominant language | --- | --- |

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

- | | | |
|---|-----|-----|
| 1-Listening-speaking proficiency precedes introduction of reading | --- | --- |
| 2-Reading is taught concurrently with listening-speaking skills | --- | --- |
| 3-Learning to read overlaps learning of listening-speaking skills | --- | --- |

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

X

X

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between learning to read and to write

13.3 Listening-speaking proficiency determined by:

13.3 IA 2
IB 2
IIA 2
IIB 2

- 1-measure of listening-speaking proficiency
- 2-informal assessment by teacher

13.4 Second language reading skills are learned:

13.4 IB 3
IIR 3

- 1-concurrently with learning to read in dominant language
- 2-after a specified level of dominant language reading competence achievement
- 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) 2nd grade
- 4-before learning to read in dominant language

(source of data-M. de Ortiz)

I		II	
Non Eng dom		Eng dom	
students		students	
A	B	A	B
dom	second	dom	second
lang	lang	lang	lang

13.5 Reading is introduced:

4-individually, when child is ready
or at a specific time during grade: X

1
2
3

---	---	---	---
1	2	1	2
---	---	---	---
---	---	---	---

13.5 IA 1
IB 2
IIA 1
IIB 2

13.6 Reading readiness is determined by:

1-test of reading readiness
2-informal teacher assessment

---	---	---	---
---	---	---	---

13.6 IA 2
IB 2
IIA 2
IIB 2

13.7 Grade level reading is expected:

1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

---	---	---	---
---	---	---	---
X	---	X	---
---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---

13.7 IA 3
IB IP p.48
IIA 3
IIB ---

13.8 Grade level academic achievement (math, science, etc.) in the
SECOND language is expected:

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

not specified

13.8 IB ---
IIB ---

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)

I = N-E II = E
dom dom
students students

14.0 I 2.5
II 2.5

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

math,
science

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

X -X

13.6 Reading readiness is determined by:

- 1-test of reading readiness
2-informal teacher assessment

13.6 IA 2
IB 2
IIA 2
IIB 2

13.7 Grade level reading is expected:

- 1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 3
IB IP p.48
IIA 3
IIB

13.8 Grade level academic achievement (math, science, etc.) in the
SECOND language is expected:

13.8 IB
IIB

- 1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

not specified

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)

14.0 I 2,5
II 2,5

I = N-E II = E
dom dom
students students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

math,
science

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

X -X

including cognitive development
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

not ever taught as a subject re SSL, ESL
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

5-Different academic content is taught in the second language from that which is taught in the native language.

X -X

()-not specified

6-other (specify)

15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0	IA	2.1
Non Eng. dom.		Eng. dom.			IB	2.1
students		students			IIA	2.1
A	-in dom.	B	2nd	A	B	2nd
	lang.		lang.			lang.
					IIB	2.1

(individual depends on teacher)

- 1-The child's language is respected.
It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

Inf. 2-The child's language is corrected-
the teacher points out errors and demonstrates the standard form.

- 3-Other (specify) Child's language is
respected and
0-Not specified corrected.

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

- 1-Linguistically based

(Merrill or Miami Linguistic readers, ITA, etc.)

Merril, Miami Linguistic for N-E dom.

IP, p.67-74

16.1 IA 0 1

IIA SRA IIB
Programmed 0

- 2-Basal readers

Laidlow

1

1-Bank St.

1

1 Laidlow

- 3-Dialect readers

0

0

0

0

- 4-Experience charts (stories dictated by children)

1

1

1

1

- 5-teacher-developed in Spanish

1

1

16.2 If some reading material is in

the child's dialect, indicate how long it is used:

- 1-Grade 1 (none)

16.2 IA NS

IIA NS

- 2-Grade 2

- 3-Grade 3

- 4-Beyond Grade 3

- 0-not specified

16.3 The following are techniques and materials used for second language learning:

- 0-none specified

- 1-pattern drills

- 2-dialog memorization

- 3-choral repetition

- 4-songs

- 5-programmed instruction

- 6-stories read to children

AUDIO VISUAL AIDS

1

2

3

4

5

6

1

2

3

4

5

6

from
M. de
Ortiz

aiming toward child's eventual control of the standard form.

Inf. 2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form. X X X X

3-Other (specify) Child's language is
respected and --- --- ---

0-Not specified corrected. --- --- --- ---

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based Merril, Miami Linguistic for N-E dom.
(Merrill or Miami Linguistic readers, ITA, etc.)

IP, p.67-74

16.1 IA 0 1

IIA SRA 1
Programmed 0

2-Basal readers Laidlow 1 1 Bank St. 1 1 Laidlow

3-Dialect readers 0 0 0 0

4-Experience charts (stories dictated by children) 1 1 1 1

5-teacher-developed in Spanish 1 1

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1 (none) 16.2 IA NS

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

IIA NS

16.3 The following are techniques and materials used for second language learning:

from
M. de
Ortiz

0-none specified --- ---

1-pattern drills 1 1

2-dialog memorization 2 2

3-choral repetition 3 3

4-songs 4 4

5-programmed instruction 5 5

6-stories read to children 6 6

AUDIO VISUAL AIDS

7-films, filmstrips 7 7

8-flannel or magnetic boards 8 8

9-realia, graphic displays 9 9

10-records, tapes 10 10

11-listening centers in the library 11 ---

12-multi-media approach --- ---

Experiential:

13-role playing 13 ---

14-puppetry 14 14

15-experience charts 15 15

16-primary typewriter 16 16

17-learning through direct experience 17 17

with materials e.g. Montessori

18-activity centers-chosen by child 4 open classrooms----->

19-other (specify) maps & charts 19 19

Learning outside the classroom:

20-field trips 20 20

21-suggested TV programs 21 21

22-other (specify) Events for specific day 1.) Puerto Rican Discovery Day 26 26

16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)

16.4 1,3,4,9,10
5,6,7,8

0-not specified

1-are written by native speakers of that language

2-commercially prepared and published in countries where
N-E is the native language

3-developed by the project's own bilingual staff

4-developed by the staff of another bilingual project (specify which) 1.San Antonio

5-developed in conjunction with project parents 2.Palo Alto

6-developed by or with members of N-EMT community 3.Miami

7-are culturally appropriate for N-E culture
(specify how this is determined)

Linguistic

8-are cross cultural

9-commercially prepared and published in the U.S.

10-are translations of U.S. texts New York City Social Studies Curriculum

11-are coordinated with materials used in the regular subject (Board of Ed.)
curriculum

12-other (specify)

this year
materials
are being
reviewed
by communi-
ty members
& parents

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified

1-xerox attached-page and document Miami Linguistic Readers
Department of Public Instruction,
Puerto Rico (IP, p. 68-74)

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 6

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into
dominant language groups

6-separated for most academic subject learning into dominant
language groups

7-never mixed for language or other academic learning

8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1
(mark all that apply) A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time

0-not specified

1-total classis E-Dom or NE-Dom 1A

2-small groups (specify size) _____

3-individual instruction _____

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17.3 Criteria for grouping:

0-not specified

I Non Eng
dom

Students

II Eng dom
EMT

III Eng dom
NEMT

1-by age

1

1

1

2-by native language

- by community members & parents
- 8-are cross cultural
 - 9-commercially prepared and published in the U.S.
 - 10-are translations of U.S. texts New York City Social Studies Curriculum
 - 11-are coordinated with materials used in the regular subject (Board of Ed.) curriculum
 - 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

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M. de
Ortiz

17.3 Criteria for grouping:

0-not specified

I Non Eng
dom

Students

II Eng dom
EMT

III Eng dom
NEMT

1-by age

1

1

1

2-by native language

3-by dominant language

3

3

3

4-by language proficiency

4

4

4

(ex. level of reading skill)

n.a. not applicable

(no E.dom/NEMT)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NS

no-not mentioned

0-type is not specified

1-inter-ethnic (N-EMT student tutors EMT students)

2-intra-ethnic (N-EMT student tutors N-EMT)

3-done by older children (cross age) after school with ASPIRA

4-done by peers (same age) students

5-other (specify)

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

18.2 2,3,4

1-inter-ethnic (N-EMT aide tutors EMT student)

2-in the acquisition of native language skills

3-in the acquisition of second language skills

4-in other academic subjects

18.3 Parent tutoring: (mark all that apply)

18.3 2,4,7

- no-not mentioned
- 0-type not specified
- 1-inter-ethnic parent tutoring is used
- 2-intra-ethnic parent tutoring is used
- 3-other-parent tutoring done at home

Parents are trained to become tutors for their children:

- 3-in the home by a home-visiting teacher
- 4-in an adult education component
- 5-in school through observation and guidance of teacher
- 6-as parent volunteers who tutor during the school day
- 7-materials are provided for use in home by parents
- 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 4,5,6,8

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

- 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
- 3-flexible or modular scheduling
- 4-small group instruction
- 5-individualized learning
- 6-open classroom 4 classes
- 7-guided discovery and inquiry
- 8-a curriculum which is both child and subject-centered
- 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned 20.1 1,2,3,4

- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position

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- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration. varies with teacher
- 6-direct experience of math through discovery rather than instruction
- 7-other (specify or xerox p. no. and document:

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20.2 Cognitive development in later grades (grade 4 and above)

- 0-method not mentioned
- 1-specify or xerox p. no. and document
- n.a.-no grade 4 or later grades

20.2 NS

21.0 SELF-ESTEEM21.0 NS

Stated methods of project component expected to increase self-esteem:
 no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

3-language-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-pupils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older pupils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify) not mentioned

22.0 LEARNING STRATEGIES22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities.

- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
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- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify) not mentioned

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22.0 0

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 3,5,6

- 1-bilingual alone
- 2-bilingual and bicultural
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated
- 7-other (specify)

23.2 Cross-cultural awareness:

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____
0-not mentioned

23.2 1

exception-maladjustment in NEMT students when teaching is in English without compensatory teaching in Spanish

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.3 0

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply)

23.4 2,3,4,5,7

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe (Puerto Rico)

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT (Afro-American)

8-Other (specify)

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23.5 American culture is defined:

23.5 0

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

0-group not specified

24.1 1,2,3

23.3 1-if project mentions efforts to decrease ethnocentrism in 23.3 0
either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.4 In the bicultural component knowledge of the N-ENT culture 23.4 2,3,4,5,7
involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or political
movements
2- Historical-cultural heritage of the past--contributions to art
and science
3-'Deep' culture: family patterns and contemporary way of life.
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of holidays etc.
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6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
speaking peoples)
7-A third culture different from NENT or ENT (Afro-American)
8-Other (specify) M. de Ortiz

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2-broadly: ethnic pluralism of America--multicultural
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3-other(indicate document and page number for xerox) or
elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,2,3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 3
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 1,3,6

5, 7, 8, 9, 11

0-method not specified

23, 13, 5.

no-no provision for informing community

1-bilingual newsletter

2-monolingual newsletter

3-news sent to mass media.

4-if articles included with project, check 4

5-bilingual fliers sent home

6-formal meetings Parents' Association

7-informal meetings open to entire community

8-meetings conducted in both languages

9-home visits

③

10-other (specify) 1.local civic groups 2.TV & radio programs, articles
11-project director personally involved in program in newspapers (Spanish & English)
dissemination. specify how

radio, TV, newspapers, guest speakers

12-conferences open to bilingual educators, i.e., June, 1970 & 1971

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 1,4,5,6,8

0-type not specified

no-not sought

1-existing community groups working with program

2-bilingual questionnaires

3-community-school staff committees

4-community advisory groups

5-formal meetings open to the entire community

6-informal meetings with community groups

7-other (specify)

IP, p.248-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through:

24.5 1,2,4,9

no-no mention of school seeking to be informed about community

1-meetings open to the entire community conducted in both languages

2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify) local civic groups and government agencies

0-method not specified

9- Community School Board
Parents' Association

24.6 The school is open to the community through:

24.6 1,2,4

0-not mentioned

no-school is not open to community for community use

1-opening school facilities to the community at large for use

- 8-meetings conducted in both languages
 9-home visits 23
 10-other (specify) 1.local civic groups 2.TV & radio programs, articles
 11-project director personally involved in program in newspapers (Spanish & English)
 dissemination. specify how
 radio, TV, newspapers, guest speakers
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3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify) local civic groups and government agencies

0-method not specified

9- Community School Board
 Parents' Association

24.6 The school is open to the community through:

24.6 1,2,4

0-not mentioned

no-school is not open to community for community use

1-opening school facilities to the community at large for use after school hours and on weekends

2-providing adult education courses

3-other (specify)

4-during school hours IP, p.9-for students in Bilingual School

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1,2,3,4,5,6

1-newspaper articles

2-radio programs

3-TV programs

4-video-tapes

5-films

6-visitors to observe the program

25.2 Project's impact:

25.2 2,3

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program whole school is bilingual
- 2-Project mentions other schools in the local educational system have started bilingual programs
- 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs New York University

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 0

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:

26.2 2

- 0-not mentioned
- no-never
- 1-once or twice during the year
- 2-more than twice INF.
- 3-regularly
- 4-other (specify)

26.3 Evaluator has met with teachers:

26.3 2

- 0-not mentioned
- no-never
- 1-once or twice during year
- 2-more than twice INF.
- 3-regularly
- 4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified

27.1 NS

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen

27.2 0-not specified (mark all that apply)

27.2 1,4

- 1-Pre-tests have been given to project group or sample
- 2- " will be " "
- 3-Post-tests have been given to project group or sample
- 4- " will be " "
- 5-Pre-tests have been given to comparison group
- 6- " will be " "
- 7-Post-tests have been given to comparison group
- 8- " will be " "

school's process objectives ascertained first--pupil product objectives later

A MODEL FOR THE IMPLEMENTATION OF THE ELEMENTARY
SCHOOL CURRICULUM THROUGH BILINGUAL EDUCATION

Hernan LaFontaine
Principal, The Bilingual School
Public School 25; Bronx, New York

This model is a revised edition of the original model of 1968. The feedback from teachers and supervisors indicated a need for change in time elements for language instruction.

The Theoretical Model

A child entering the Bilingual School in the kindergarten grade and remaining in the school until graduation from the sixth grade will have experienced seven years of bilingual instruction and is expected at the end of this time to have developed sufficient proficiency in each language to be able to receive 50% of his instruction in English and 50% in Spanish. In order to achieve this proportion of native and second language instruction without subjecting the student to undue stress in functioning in a second language, it is necessary to gradually increase the percentage of second language instruction through the grades. The proposed ratios of native language instruction to second language instruction are indicated below.

Ratio of Percentage of Time Devoted to Native Language Instruction (N) and Second Language Instruction (S) in Each Grade.

<u>Grade</u>	<u>N/S Ratio</u>
Kindergarten	85/15
First	75/25
Second	75/25
Third	70/30
Fourth	60/40
Fifth	60/40
Sixth	50/50

Depending on the nature of the classes with regard to language dominance patterns, the language utilized for each of the curriculum areas will vary from English to Spanish. Pupils will be screened and placed into classes according to their individual language dominance so that each class will be designated as being either Spanish Dominant (SD) or English Dominant (ED). The instructional pattern for the two groups will be as indicated in the tables following.

THEORETICAL MODEL OF BILINGUAL INSTRUCTION PATTERNS
FOR GRADES K THROUGH 6

<u>Kindergarten</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	25min/Sp-20min/ESL	25min/Eng-20min/SSL
Social Studies	15min/Sp	15min/Eng
Science	15min/Sp	15min/Eng
Mathematics	15min/Sp	15min/Eng
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio 85/15	130min/Sp-20min/Eng	130min/Eng-20min/Sp
<u>First Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
NS Ratio 75/25	225min/Sp-75min/Eng	225min/Eng-75min/Sp
<u>Second Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
NS Ratio 75/25	225min/Sp-75min/Eng	225min/Eng-75min/Sp

<u>Third Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	45min/Eng	45min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	45min/Sp	45min/Eng
NS Ratio 70/30	210min/Sp-90min/Eng	210min/Eng-90min/Sp

<u>Fourth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	60min/Sp	60min/Eng
Science	15min/Sp-30min/Eng	30min/Sp-15min/Eng
Mathematics	45min/Eng	45min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio 60/40	180min/Sp-120min/Eng	180min/Eng-120min /Sp

<u>Fifth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	60min/Sp	60min/Eng
Science	30min/Eng-15min/Sp	30min/Sp-15min/Eng
Mathematics	45min/Eng	45min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio 60/40	180min/Sp-120min/Eng	180min/Eng-120min/Sp

<u>Sixth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/Sp
Social Studies	45min/Sp-15min/Eng	45min/Eng-15min/Sp
Science	45min/Eng	45min/Sp
Mathematics	45min/Eng	45min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
NS Ratio 50/50	150min/Sp-150min/Eng	150min/Eng-150min/Sp

The total amount of time allotted for each curriculum area is in accord with the standard New York City Board of Education recommendations.

<u>Grades K - 3</u>		<u>Grades 4 - 6</u>	
Language Arts	30%	Language Arts	30%
Social Studies	10%	Social Studies	20%
Science	10%	Science	15%
Mathematics	10%	Mathematics	15%
Music	10%	Music	5%
Art	10%	Art	5%
Health Education	20%	Health Education	10%

The Actual Model

Because the Bilingual School has been in existence for only a period of three years and is beginning its fourth school year, the theoretical model cannot be implemented in all grades from Kindergarten through sixth. The theoretical model can be implemented through the third grade and provisions must be made to adjust the model sufficiently

to service the children at the different levels adequately and yet provide some exposure to a second language. In short, a child entering the 5th grade this September should not be expected to undertake 40% of his learning in a second language if he has not had any previous exposure to it. Therefore, in the case of an English Dominant child the M/S ratio will be limited to 85/15 rather than 60/40 as prescribed in the theoretical model. However, in the case of a Spanish Dominant 5th grade child we must take into account the fact that he has already experienced 5 to 6 years of instruction in English and can therefore, be expected to undertake a larger percentage of instructional time in English than the English Dominant child can in Spanish. Thus the actual model suggests an NS ratio of 70/30 for the incoming Spanish Dominant student.

The table following indicates a comparison of the theoretical model NS ratio with the NS ratios of the actual model for English Dominant classes and Spanish Dominant classes. The figures are projected through the sixth grade for each of the present grades to demonstrate the anticipated degree of bilingualism for all classes starting in the Bilingual School in September, 1968.

Based on the NS ratios of the actual model, the instructional pattern for classes starting in the Bilingual School in September, 1971 is outlined in the following tables.

<u>Kindergarten</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	25min/Sp-20min/ESL	25min/Eng-20min/SSL
Social Studies	15min/Sp	15min/Eng
Science	15min/Sp	15min/Eng
Mathematics	15min/Sp	15min/Eng
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	NS Ratio - $\frac{85}{15}$	NS Ratio - $\frac{85}{15}$
	130min/Sp-20min/Eng	130min/Eng-20min/Sp
<u>First Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/ESL	45min/Eng-45min/SSL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
	NS Ratio - $\frac{75}{25}$	NS Ratio - $\frac{75}{25}$
	225min/Sp-75min/Eng	225min/Eng-75min/Sp

<u>Second Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/ESL	45min/Eng-45min/ESL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	30min/Eng	30min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	60min/Sp	60min/Eng
	NS Ratio - $\frac{75}{25}$	NS Ratio - $\frac{75}{25}$
	225min/Sp-75min/Eng	225min/Eng-75min/Sp

<u>Third Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/ESL	45min/Eng-45min/ESL
Social Studies	30min/Sp	30min/Eng
Science	30min/Sp	30min/Eng
Mathematics	45min/Eng	45min/Sp
Music	30min/Sp	30min/Eng
Art	30min/Sp	30min/Eng
Health Education	45min/Sp	45min/Eng
	NS Ratio - $\frac{70}{30}$	NS Ratio - $\frac{70}{30}$
	210min/Sp-90min/Eng	210min/Eng-90min/Sp

<u>Fourth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/ESL	45min/Eng-45min/SSL
Social Studies	60min/Sp	60min/Eng
Science	45min/Sp	45min/Eng
Mathematics	15min/Sp-30min/Eng	30min/Eng-15min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	NS Ratio - $\frac{75}{25}$	NS Ratio - $\frac{80}{20}$
	225min/Sp-75min/Eng	240min/Eng-60min/Sp

<u>Fifth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/SSL
Social Studies	60min/Sp	60min/Eng
Science	45min/Sp	45min/Eng
Mathematics	45min/Eng	30min/Eng-15min/Sp
Music	15/min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	NS Ratio - $\frac{70}{30}$	NS Ratio - $\frac{80}{20}$
	210min/Sp-90min/Eng	240min/Eng-60min/Sp

<u>Sixth Grade</u>	<u>Spanish Dominant</u>	<u>English Dominant</u>
Language Arts	45min/Sp-45min/Eng	45min/Eng-45min/SSL
Social Studies	60min/Sp	60min/Eng
Science	45min/Sp	45min/Eng
Mathematics	45min/Eng	30min/Eng-15min/Sp
Music	15min/Sp	15min/Eng
Art	15min/Sp	15min/Eng
Health Education	30min/Sp	30min/Eng
	NS Ratio - $\frac{70}{30}$	NS - Ratio $\frac{80}{20}$
	210min/Sp-90min/Eng	240min/Eng-60min/Sp

COMPARISON OF THEORETICAL NS RATIOS WITH ACTUAL NS RATIOS FOR CLASSES STARTING IN SEPT. 1968
AND CONTINUING THROUGH SIXTH GRADE

	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
Reg.	T 85 15	EDA 55 5	SDA 25 5	T 85 15	EDA 85 15	SDA 85 15	T 85 15
1st	T 75 25	EDA 85 15	SDA 85 15	T 85 15	EDA 85 15	SDA 85 15	T 85 15
2nd	T 75 25	EDA 85 15	SDA 85 15	T 85 15	EDA 85 15	SDA 85 15	T 85 15
3rd	T 70 30	EDA 85 15	SDA 80 20	T 60 40	EDA 70 30	SDA 50 50	T 60 40
5th	T 60 40	EDA 85 15	SDA 80 20	T 60 40	EDA 85 15	SDA 80 20	T 60 40
6th	T 50 50	EDA 85 15	SDA 80 20	T 60 40	EDA 85 15	SDA 80 20	T 60 40